

**AN ANALYSIS OF ENGLISH TEXTBOOK BASED ON REVISED  
BLOOM'S TAXONOMY IN SPEAKING QUESTIONS  
ENTITLED "FORWARD AN ENGLISH"**



**A Thesis**

Submitted As Partial Fulfillment of the Requirements for S1-Degree

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**LAMPUNG**

**2021**

# **CHAPTER I**

## **INTRODUCTION**

This chapter consists of some aspects, that were background of problems, limitation of problems, identification of problems, objectives of research, formulation of problems, significance of research, and scopes of research.

### **A. Background of the problem**

All people needed education in their life. It is very important especially to students. In education, we can know the things that we never know before. A good education can build the critical thinking of the students. Indirectly, teachers and students need some medias to support and reach that goal. As a teacher, it is a responsibility to prepare some media for the students in the class. One of the media that give a big grave in education to students is textbook. Teachers and students use textbook to be sources of the learning. In these textbooks, they found exercises and also knowledge .

A textbook played an essential role in classroom. Textbook includes two aspects such as activities and skills. English textbook can give students to access language in the classroom. Besides, there are four aspects that includes on English textbook like reading, speaking, writing, listening. However, that was defined as learning comprehension resource in an electronic and print pattern, or it consisted of several

combination of electronic and print or non print materials.<sup>2</sup> So, that textbook that contained materials as device of learning.

Beside that, many critics pop out the usage of the textbook in an educational matter. One of all critics claimed that textbook contained too little materials. Then, it was not adequately challenging for both learners and teacher.<sup>3</sup> Teacher must evaluate then analyze a textbook before giving to their learners.

The objective of national education in Indonesia was proved by UU Number 20 of 2003, it stated that the national education served for developing skills then pattern the civilizations and characters of nation's dignity. To achieve educational objective the teacher set a plan to construct on what learners' have to learn at the end of learning process. According to the researcher experience, she found that students just almost remember theory and formulas every day in the school. They did not matter whether they understood or not. It was happened for almost all of students in each education level. It means the teacher need to facilitating the students through instructional material, method of assessment and method during learning in the class. And one aspect that should be analyzed in the textbook is compatibility of the students' development level in cognitive domain. It can increase the students skills, competence, and creativity in learning process.

Textbook has many contents. Especially, in English textbook was not only learning several components in the language like pronunciation, vocabulary, then

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<sup>2</sup>Ontario, *Guidelines for Approval of Textbook: Ministry of Education*, (New York: Cambridge University Press, 2006), p.6

<sup>3</sup> Jack C. Richard, *Curriculum Development In Language Teaching*, (Cambridge University Press: 2001), p.256

grammar, but also in that must be learning of four aspects in English which are speaking, reading, listening, and writing. According to Cunningsworth argued that “No course book designed for common market would be completely ideal for your particular groups of the students,...”<sup>4</sup> In every content of textbook have to confirm and evaluate by the teacher, those contents are appropriate or not with an instructional objectives, learners’ need before that textbook used by both teacher and also students. Those steps can make sure the content in the textbook suitable to apply for the students during the learning process.

There were various aspects that needed an evaluation in textbook like an instruction, layout and exercises of textbooks, the teaching materials and others. All aspects would be able to influence students’ motivation and students’ outcomes in learning process. Furthermore, in the textbook one of the aspect that need an evaluation is tasks or exercises. Ur also explained that a textbook was to provide topics or tasks in the different levels of the students.<sup>5</sup> An existence of several exercises or tasks in textbook need to be checked by all teachers.

As one of skills in the English, speaking is a skill to involve people are able to know what kind of the world situation. People can receive and send information or message to another. As stated by Chaney speaking was process of building then sharing meaning through used verbal or non verbal symbols, in variety of each

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<sup>4</sup>Alan Cunningsworth, *Choosing Your Coursebook*, (Oxford: Macmillan Publisher, 1998), p.5

<sup>5</sup> Penny Ur, *A Course In Language Teaching: Practise And Theory*, (Cambridge University Press, 2009), p.184

context.<sup>6</sup> learners could communicate with their partner in the classroom or out of the classroom. Through speaking, the students can express their idea or feelings in the class or in their environment. Those required of the cognitive behaviors. That was why from this study researcher would focus on the cognitive domains.

Cognitive domains in the educational objectives construct some references from Bloom's Taxonomy. It was concept of thinking theory which was introducing by Benjamin S .Bloom that as an American psychologists .<sup>7</sup> Taxonomy was structured which has skills from low and high. In other hand, there were three domains that included in Bloom's Taxonomy which measured learners' level of the thinking. There are affective, cognitive, affective then psychomotor domains. A cognitive domain include in an intellectual then thinking ability, while an affective domain include of an emotion, value, and attitude. While, psychomotor domain dealing with the physical coordination or movement then using the motor skill areas.

Bloom's Taxonomy divided into six types of cognitive domains: they were comprehension, knowledge, synthesis, application, analysis, evaluation then synthesis.<sup>8</sup> Eventhough, Bloom's taxonomy levels are later revised into verb from noun. In terminology, use verb rather than noun because it is more suitable to show the thinking process which is active process. Term“ *knowledge*” had changed into“ *remember*” that because“ *knowledge*” showed product of thinking rather than

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<sup>6</sup> Chaney, *The teaching oral communication in Grade8*,( Boston :Allyn and Bacon publisher, 1998),48

<sup>7</sup>Retno Utari, *Bloom Taxonomy*, (Jakarta: Widyawara Puskdiklat, 2017), p. 30

<sup>8</sup>Anthony J Nitko and Susan M. Brookhart, *Educational Assesment Of Student*, (Boston: Allyn & Bacon publisher, 2011), p.25

thinking process. Using of terminology “*synthesis*” or “*evaluation*” had been revised into “*evaluate*” then “*create*”.<sup>9</sup>

In scientific approach, there were five aspects in teaching learning process were observing, exploring, questionaring, associating then communicating. Fauziati assumed that the scientific approaches are an approach of teaching that was designing with similar rigor as the science at its best.<sup>10</sup> Learners made developing hypotheses for any situation, made observation then communicated their finding to own partner in the class room. Indirectly, this approach improves students’ critical thinking, encourage their curiosity, even make positive attitudes towards science. It also relate with higher order thinking ability. Eventhough, the analysis of dominant level of high order thinking ability in speaking exercises of textbook may improve the students’ critical thinking and support them for surviving their English communication in an environment.

Recently, there are three relevance studies that analyze quality of task in the textbook based on various orientations. First, the study conducted by Faradina Ilma with title” High Order Thinking Question in the Reading Exercise”. In those researchs, it focused on getting empirical evidence of distribution of the higher order thinking skill based on revised edition by Bloom’s Taxonomy.<sup>11</sup> The second relevance studies comes from Anisa Fitri Wulandari with the title “An Analysis Of English Speaking Found In Textbook” Bahasa Inggris Untuk Siswa MA/ SMA/

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<sup>9</sup>David Krathwohl, “Theory Into Practice”, Vol. 41, No. 4, (2002)

<sup>10</sup>Endang Fauziati, *Method Of Teaching English As A Foreign Language (TEFL); Traditional Method, Designer Method, Communicatve Approach, Scientific Approach*, (Surakarta: Era Pustaka Utama, 2014), p. 56

<sup>11</sup>Faradina Ilma, “*High Order Thinking Skill in Reading Question*”, (Thesis, Semarang: Walisongo State Islamic University of Semarang, 2016), p.5

SMK kelas X ”.Those researchs goaled for describing types and degree of the communicativeness of speaking activity that found in textbook.<sup>12</sup> The third, comes from Bryan Noya with title” Analysis Of the Reading Question In the Integrated Coursebook from Revised Bloom’s Taxonomy”. Aimed of that research was to know a dominant level of the cognitive dimention of Revised Bloom’s Taxonomy in reading questions.<sup>13</sup>

Based on those earlier research, this research focused on analysis of English textbook“ Forward an English “that using for vocational school grade X. It analyzed a dominant level of the high order thinking ability by Revised Blooms’ Taxonomyin the speaking question. Researcher believed that analysis of higher order thinking in speaking question was essential to support learners’ critical thinking and encourage learners to survive in English Communication environment. Woodward & Elliot as cited by Bergeman & Reed explained that, “... A textbook could be increased with emphasize on problem solving then higher order cognitive process.”<sup>14</sup> Reason choose for analyzing a dominant level of higher order thinking skills in speaking questions that Revised by Bloom’s Taxonomy in textbook by the writer, because it constructed sure that textbook could support students’ competence and critical thinking in learning process. Indirectly, learner utilized in environment by presenting their higher order thinking skills.

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<sup>12</sup>Anisa Fitri Wulandari, “*Analysis Of an English Speaking Activity that Found In Textbook Bahasa Inggris Untuk Siswa SMA-MA/SMK-MK Kelas X*”, JELT: Journal of English Language Teaching, Vol. 8, No. 1, March 2019.

<sup>13</sup>Bryan Noya, “*An Analysis Of Reading Questions In Integrated Course Book Based On The Revised Bloom’s Taxonomy Theory*”, (Thesis, Salatiga: Satya Wacana Christian University, 2016), p. 28

<sup>14</sup>Arthea J S Reed, Verna E Bergemann, and Marry W Olson, *In The Classroom: In Introduction To Education*, (Boston: McGraw-Hill, 1998), p.258



## **B. Identification of the Problem**

1. Some studies only contain analyze about low order thinking skills as dominant component than focus on analyzing high order thinking skills.
2. Speaking questions in the textbook should appropriate with the cognitive dimentions of Revised Bloom's Taxonomy.

## **C. Limitation of the Problem**

Researcher attempted to conduct this research about analyzing the dominant level of the higher order thinking skills of speaking question and the appropriates speaking questions with cognitive dimentions of Revised Bloom's Taxonomy in the textbook. The researcher limits the research that only at the part of speaking question of an English textbook“ *Forward English Courses For Vocational School Grade X*” that published by Eirlangga for ten grader of vocational high school.

## **D. Formulation of the Problem**

1. What is the dominant level of higher order thinking skills based on Revised Bloom's Taxonomy in speaking question that provided at English textbook “Forward An English” ?
2. Are the speaking questions in the textbook “Forward An English” appropriate with the cognitive dimentions of Revised Bloom's Taxonomy?



#### **E. Objective of the Research**

1. To know the dominant level of higher order thinking skill based on Revised Bloom's Taxonomy in speaking questions provided of English textbook Forward An English.
2. To know the speaking questions in the textbook "Forward An English" appropriate or not with cognitive dimentions of Revised Bloom's Taxonomy.

#### **F. Significance of the Research**

1. For teacher: They could select the best English textbook to be applies in learning process.
2. For students: To inform them about the purpose of question given in the textbook and to encourage the students' competence.
3. The future research: The research can provide general knowledge of how to evaluate the textbook or another form of English materials.

#### **G. Scopes of the Research**

1. Subject of research: English textbook" Forward an English" that published by Erlangga for ten grader of Vocational High School.
2. Object of the research: Analyzing the dominant level of HOTS in speaking questions and appropriates or not with Revised Bloom's Taxonomy.
3. Time of research: will be accomplished in 2021.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter consists of general conclusion of the research and some suggestions for the school, the teachers, and the future researchers in Department of English Education.

#### **A. Conclusion**

Textbook plays a very important role in the classroom. Textbook include two aspects such as activities and skills. English textbook can give students to access language in the classroom. This study attempted to find out the dominant level of the higher order thinking skills of speaking question and the appropriateness speaking questions with cognitive dimensions of Revised Bloom's Taxonomy in the textbook *Forward An English*. The activities that conducted in each chapter for analyzed was questioning part. They are collected and analyzed based on cognitive domain of Revised Bloom Taxonomy.

To conclude from the data, the author of *Forward An English* textbook focuses on lower order thinking skill. In other side, creating level is a dominant level of the higher order thinking skills in speaking question. Besides, the textbook did not cover the entire cognitive dimension of the Revised Bloom's Taxonomy in each chapter. The amount of them is not sufficient. However, the total number of understanding is not too different with creating. Especially in applying, it has great quantities activities which reach 16 % from entire

activities. It means the authors has given more attention to understanding and creating too, although they are underneath remembering.

## **B. Suggestion**

Based on the research, there are some suggestions that would give by researcher:

1. For the school.

The school need to concern about the content compatibility of textbook. It is need to choose the best textbook that appropriate for the students' to encourage their knowledge and competence.

2. The teachers.

Based on the result of the research, the teacher can give more attention with activities that will be given for students to increare their knowledge and critical thinking through exercises. Besides, the students need to employ their knowledge in their life, not only remembering their lesson. But, make sure the students' to has incorporate concepts to construct their new ideas.

3. For future researchers Department of English Education.

This research is about the analysis of english textbook based on Revised Bloom's Taxonomy in speaking questions entitled "Forward An English". Therefore, the future researchers who are expected to analyzed different aspects for their research may also use the whole questions in textbook Forward An English whether it is suitable with high order thinking skills based on Revised Bloom's Taxonomy and what is the dominant level

of high order thinking skills based on Revised Bloom's Taxonomy used in the entire questions.



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